

**STUDENTS' GRAMMATICAL ERRORS IN USING COORDINATE  
CONJUNCTION IN COMPOUND SENTENCES WRITING AT SMPN 1  
WONOSOBO IN THE FIRST SEMESTER OF THE EIGHTH GRADE IN  
THE ACADEMIC YEAR OF 2017/2018**

**A Thesis**

Submitted as a Partial Fulfillment of  
The Requirements for S1- Degree

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
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LAMPUNG 2017**

## **ABSTRACT**

### **STUDENTS' GRAMMATICAL ERRORS IN USING COORDINATE CONJUNCTION IN COMPOUND SENTENCES WRITING AT SMPN 1 WONOSOBO IN THE FIRST SEMESTER OF THE EIGHTH GRADE IN THE ACADEMIC YEAR OF 2017/2018**

**By**

**VERA DEVIYANA**

English is known as one of many language in the world, so English language teaching has an important role in improving language skill. There are four skills in English such as listening, speaking, reading, and writing. One of the English skills is writing. In written form, grammar is one of the important thing to make a good writing. the students were having difficulty in learning writing. However, most of students in SMPN 1 Wonosobo had low writing skill especially in using coordinate conjunction in compound sentence such as; they were confused how to use coordinate conjunction in the form compound sentence and how to make the good sentence in the form compound sentence. Therefore, the objective of this research were to know the types of error and the most of students' ghrammatical error in using coordinate conjunction in compound sententeces writing.

Research methodology used is descriptive qualitative method. This research was conducted at SMPN 1 Wonosobo. The writer choose class VIII. In taking the sample, the writer used purposive sampling technique. The data were collected from document of the students' writing task. The students were asked to make three compound sentences using coordinate conjunction: *And*, *But*, and *Or*.

The result of this research showed that there are 47 errors in sentences writing task which consist of omission, addition, misformation, and misordering. The highest percentage of the errors belong to misformation categorized (72,34%). The second percentage waas omission categorized (17,02%). The third percentage was addition categorized (8,51%). The last percentage was misordering categorized (2,13%). It means that the most students' grammatical errors in using coordinate conjunction in compound sentences writing were misformation error.

**Keyword:** *Language, Writing, Grammar, Students' Problems, Research Methodology, The percentage of Errors.*



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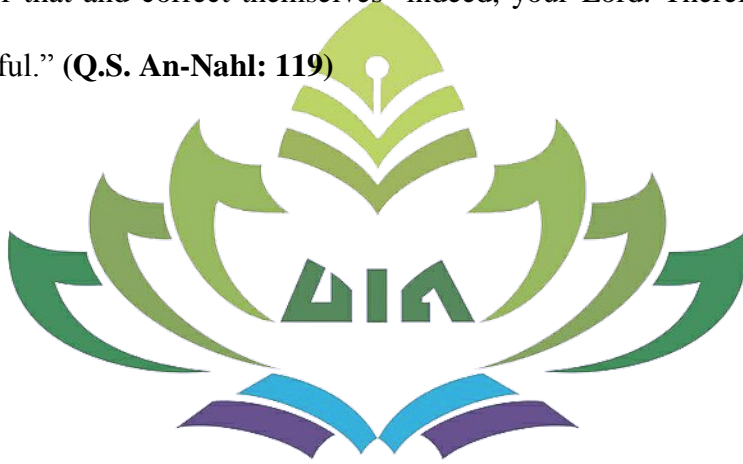


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## MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ  
وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

“Then indeed your Lord, to those who have done wrong out of ignorance and then report after that and correct themselves- indeed, your Lord. Therefore, is Forgiving and Merciful.” (Q.S. An-Nahl: 119)





## **DECLARATION**

I hereby declare that paper entitled “Students’ Grammatical Errors in using Coordinate Conjunction in Compound Sentences Writing at SMPN 1 Wonosobo in the First Semester of the Eighth Grade in the Academic Year 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



**Bandar Lampung, 22<sup>nd</sup> February 2018**

**Declared By**

**Vera Deviyana**

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## DEDICATION

From my deepest heart, I would like to dedicate this thesis to:

1. My beloved parents: Mr. Bunyamin and Mrs. Maryanun who always pray and give me the support and spirit as well as wish for my success.
2. My beloved brothers and sisters who always give me support to finish my thesis.
3. My beloved Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The name of the writer is Vera Deviyana. She was born on February 11<sup>th</sup>, 1994 in Tanggamus. She lives in Padang Ratu, Wonosobo, Tanggamus. She is the last child of Mr. Bunyamin and Mrs. Maryanun. She has four brothers and two sisters. They are Ahmad Basir, Masrizal, Heri Alamsyah, Andi Purnawan, Karlina, and Mardiana.

She started her formal education at Kindergarten of TK Aisyah, Wonosobo, Tanggamus and graduated in 2000. She continued her study to Elementary School of SDN 1 Soponyono, Wonosobo, Tanggamus and graduated in 2006. Then, she continued her study to Junior High School of SMPN 1 Kotaagung, Kotaagung, Tanggamus and graduated in 2009. Having graduated, she continued her study to Senior High School at SMAN 1 Kotaagung, Kotaagung, Tanggamus and graduated in 2012. After finishing her study, she continued her education at UIN Raden Intan Lampung since 2013 then she decided to take S-1 in English education program of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.



## ACKNOWLEDGEMENT

Praise be to Allah, the Most Merciful and the Most Beneficent for the blessing and mercy given to the writer during her study and in completing this final project. The the best wishes and salutation be upon the great messenger prophet Muhammad peace be upon him.

The thesis is presented as a compulsory fulfillment of the requirements for S-1 degree of English Study Program at Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung. The writer is fully aware this thesis cannot to be finished without other people's helps. Therefore, the writer would like to thank the following people for their ideas, time and guidance for this thesis:

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11. Any other person who cannot be mentioned one by one for their any contribution to the researcher during finishing her thesis.


Finally, none is perfect and neither is this final project. Any correction, comments, and criticisms for the betterment of this final project are always whole heartedly welcome.



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**1311040232**

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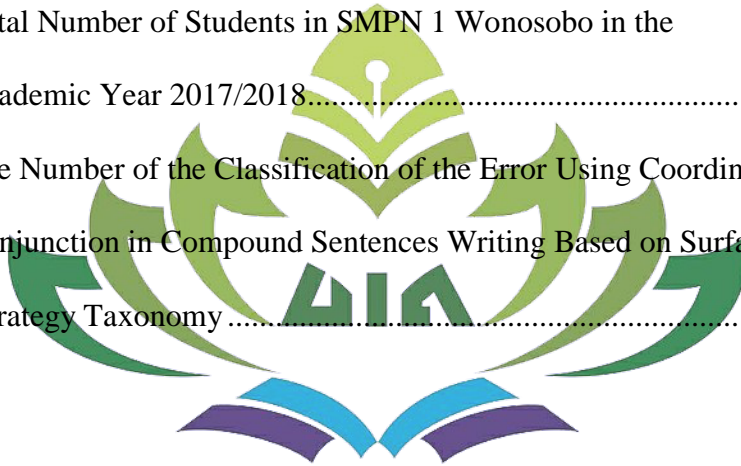
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The function of the language is so important for human life. Everybody knows that in all activities people need to communicate each other. Brown stated that language is used for communication.<sup>1</sup> It means that language is a tool to communicate ideas, feeling, beliefs, loves, knowledge, or culture among the people. If there is no language, it must be very difficult for human to communicate each other. Therefore, how important language as a tool of communication.

Today we live in globalization era. Every country around the world becomes closer because economic, culture, and social ties interaction of every country become inevitable and is a must. As an international language, English is the only language used by each country to communicate with other nation. Therefore, English as the international language need to be mastered by people in the world. English is known as one of many language in the world.

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<sup>1</sup>H Douglas Brown, *Principles of Language Learning and Teaching 5<sup>th</sup> Edition*, (California: Longman, 2006), p. 17

There are some doubts as to its future status, but even in the present it is worth countering the idea that is an all embracing world language. There are many more people in the world, especially in Indonesia, who do not speak English than there are people who do. Therefore, English language teaching has an important role in improving language skill. It is the reason why English was learnt from the fourth grade of elementary school in Indonesia.

Harmer describes that teaching or learning is a conscious process where separate items from the language are studied and practised in turn.<sup>2</sup> Language which has been learnt, on the other hand, is not available for use in the same way, according to this argument, because the learner has to think much more consciously about what they want to say. Therefore, English language teaching means that the teacher gives some knowledge about English, so that they can use English well anywhere.

In Indonesia, English is the foreign language and it should be given to the students of the elementary school up to university. There are four skills in English such as listening, speaking, reading, and writing. The students should be given a lot of practice in using language because by having practices they are going to be more active and able to speak or write English well. It is also expected that the purpose of teaching and learning in Indonesia is the students should have the ability or skill to communicate either in spoken or written English well.

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<sup>2</sup> Jeremy Harmer, *How to Teach English*, (Britain: Pearson Longman, 2007), p.47

Focus of this research is to analyze students' grammatical errors in using coordinate conjunction in compound sentences writing. As known, conjunction is separated into three types; coordinate conjunction, subordinate conjunction, and correlative conjunction. Coordinate conjunction consists of FANBOYS ( *for, and, nor, but, or, yet, so*). Azar and Hall describe that coordinate conjunction is words that are used to create compound structures (e.g., compound subjects, compound verbs, compound sentences).<sup>3</sup> When a coordinating conjunction joins together two sentences, the resulting sentence is called a compound sentence. Compound sentence consists of at least two independent clause. Based on Swan that coordinate conjunction joins pairs of clauses that are gramatically independent of each other.<sup>4</sup> Coordinate conjunction can be used to connect phrases. If two phrases are connected there is no need for a comma. If, however a coordinate conjunction is used to connect a series of phrases, they must be separated by a comma.

The writer found grammatical errors using coordinate conjunction as follows:

1. I love Rendy **and** I hate Rendy.
2. She is a beautiful girl **but also** a lazy girl.
3. Sinta do not read magazine **or** watching tv.
4. Pizza burger are my favorite foods.

---

<sup>3</sup> Betty S Azar and Martha Hall, *English Grammar 4<sup>th</sup> Edition*. (New York: Pearson Longman, 2010), p. 114.

<sup>4</sup> Michael Swan, *Practical English Usage 3<sup>rd</sup> Edition* (New York: Oxford, 2009), p. 497

The data shows that ( 1) the first sentence is wrong because the student did not know that there is a contradiction situation between the first clause and the second clause. The conjunction that student used is “**and**”, the correct conjunction is “**but**”. So, the error is misinformation categorized (2) the second sentence is wrong because student did not that “**but**” added “**also**” will be correlative conjunction categorized, and “**but also**” should be used in pairs; for example “**not only ..... but also**”. So, the error is addition categorized (3) the third sentence is wrong because the sentence is negative sentence and there are two options on the sentence. If the sentence is negative and joining two negative options, so the conjunction that students should used is “**Nor**” not “**Or**”. So, the error is misinformation categorized (4) the fourth sentence is wrong because there is conjunction that student used on the sentence. So, the error is omission categorized.

The correct sentences:

1. I love Rendy **but** I hate Rendy.
2. She is a beautiful girl **but** a lazy girl.
3. Sinta do not read magazine **nor** watching tv.
4. Pizza **and** burger are my favorite foods.

Based on Dulay, error analysis is study of identifying, describing and classifying the noticeable errors that is made by the students in learning process.<sup>5</sup> The students of Junior High School still make error in producing grammar, in this case, of using coordinate conjunction especially *And*, *But* and *Or* in compound sentences writing. It

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<sup>5</sup> Heidn Dulay, et. al, *Language Two*. (New York: Oxford University Press, 1982), p. 175



happens probably because language learners still do not know deeply of language system. Grammar is important in English because if the learners form a sentence ungrammatically, the sentence may have a different meaning as they mean. In this research, the writer analyzed students' grammatical errors in using coordinate conjunction especially *And*, *But* and *Or* in compound sentences writing.

Based on the preliminary research in SMPN 1 Wonosobo, the students were having difficulty in learning writing. The writer found that the students had low writing skill especially in using coordinate conjunction in compound sentence such as; they were confused how to use coordinate conjunction in the form compound sentence and how to make the good sentence in the form compound sentence.

It can be proved by interviewing the English teacher in SMPN 1 Wonosobo, Mrs. Refi Andespawati, S. Pd. She said that basically the students had not understood yet about of using coordinate conjunction in compound sentence. The result of students' writing task about coordinate conjunction show that students' grammatical is low caused students' have difficulties in how to use coordinate conjunction in compound sentence, and how to make the good sentence of using coordinate conjunction in the form compound sentence.

By interviewing the English teacher, the writer assumed that in learning coordinate conjunction the teacher must guide the students carefully to use it appropriately and to be able to write they must have English grammar in the writing especially of using coordinate conjunction.

There are some previous research studies about error analysis as follows: Firstly, Uruf Disegio Melyane and Esti Kurniasih discuss about Error Analysis of Conjunction Usage in Students' Written Recount Text. In this research focuses on the students' usage of conjunction in their writing composition.<sup>6</sup> There are two types of errors which found in the students' writing assignments, they are errors of omission and errors of addition. The error of omission is the most types of errors which occurred within the students' writing assignments and then followed by the error of addition. It shows that all of the students' produced errors in surface strategy taxonomy including omission, addition, misformation and misordering.

Secondly, Jabeen, et. al explain about The Role of Error Analysis in Teaching and Learning of Second and Foreign Language.<sup>7</sup> On this research discuss about the reasons for the English written performance of students is poor. The research results of the analysis suggest that students lack grammatical accuracy in their writing and are not sure of the grammatical rules that may apply in their writing in English. The research concludes that they are highly influenced by the rules of their first language.

Thirdly, Harits Setyawan discusses about Analysis of Students' Errors in Using Correlative Conjunction in Their Writing.<sup>8</sup> It only focuses on the students' correlative conjunction. The students' errors were analyzed based on Surface Strategy Taxonomy. The result of this research shows that Omission error place the first

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<sup>6</sup> Esti Kurniasih and Uruf Disegio M, "Error Analysis of Conjunction Usage in Students' Written Recount Text," Vol. 01, No. 01, p.1, 2004

<sup>7</sup> Aqsa Jabeen, et. al, "The Role of Error Analysis in Teaching and Learning of Second and Foreign Language," Vol. 1, No. 2. p. 1

<sup>8</sup> Harits Setyawan, "Analysis of Students Errors in Using Correlative Conjunction in Their Writing," Vol. 11. p. 1

position with 42,83% of overall errors made by students, the second position is placed by Misordering error with 22,33%, Addition error place the third position with 6,33%, and Misformation error place the last position with 2,16%.

In contrast to previous studies, there are similarities in topic such as error analysis and surface strategy taxonomy. Well, the writer do not find the research that have a title “Students’ Grammatical Error in Using Coordinate Conjunction in Compound Sentences Writing”. The writer never see the research discuss about analyzing the coordinate conjunction. Different from the previous research discuss, on this research the writer only discuss and analyzed grammatical error in using coordinate conjunction based on surface strategy taxonomy.

Based on the background above the writer conducted a research entitled “Students’ grammatical errors in using coordinate conjunction in compound sentences writing at SMPN 1 Wonosobo in the first semester of eighth grade in the academic year 2017/2018”.

## **B. Limitation of the Problem**

In this paper, the writer limited the research on analyzing the students’ grammatical errors in using coordinate conjunction especially *And*, *But* and *Or* in compound sentences writing at SMPN 1 Wonosobo in the first semester of the eighth grade in the academic year 2017/2018. In this case, the writer particularly analyzed the students’ grammatical error using coordinate conjunction error especially: *and*, *but* and *or* in their compound sentences writing. According to Beason and Lester that

using coordinate conjunction is the most common way to join independent clauses. Focuses on the most common coordinating conjunction; *and*, *but*, and *or*.<sup>9</sup> Therefore, in this research the writer only focused on combining clauses because based on the syllabus, these are kinds of coordinate conjunction learned by the students in the eighth grade of junior high school. It is generally used in compound sentences writing.

### C. Formulation of the Problem

The formulation of this paper are:

1. What are the types of students' grammatical error in using coordintae conjunction in compound sentences writing based on Surface Strategy Taxonomy?
2. What are the proportion of errors using coordinate conjunction in compound sentences writing based on Surface Strategy Taxonomy?

### D. Objective of the Problem

Based on the formulation of the problem, the objective of the problem are:

1. To know and describe the types of students' grammatical error using coordinate conjunction in compound sentences writing based on Surface Strategy Taxonomy.
2. To know the proportion errors using coordinate conjunction in compound sentences writing based on Surface Strategy Taxonomy.

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<sup>9</sup> Larry Beason and Mark Lester, *A Commonsense Guide to Grammar and Usage* (Boston: Bedford, 2012), p. 138.

## **E. Use of the Research**

### **1. For Students**

Error analysis are helpful for learners to learn and to avoid some of the errors.

### **2. For Teacher**

The teacher understand students' error and the teacher set up methods and technique based on these area to help learners avoid making errors.

### **3. For Researcher**

The result of this research can give contributions for the previous theories and also can be used to verify them.

## **F. Scope of the Research**

### **1. Subject of The Research**

Subject of the research was students of SMPN 1 Wonosobo in the first semester of eighth grade.

### **2. Object of The Research**

Object of the research was students' coordinate conjunction in compound sentences writing.



### 3. Time of The Research

The research was conducted in academic year 2017/2018.

### 4. Place of The Research

The research was conducted in SMPN 1 Wonosobo.





## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Sentence

Downing and Locke state that 'sentence' is the term traditionally used to denote the highest grammatical unit on a scale of rank. While not rejecting this term, we shall prefer, however, to use the term 'clause' to refer to one independent unit.<sup>1</sup> In writing, sometimes sentences combine between independent clause and dependent clause, and it is connected by conjunction. A subject, a verb, and a complete thought are needed for a complete sentence.

Knapp and Watkins describes that a sentence is a group of words that makes complete sense. It is marked in writing by beginning with a capital letter and ending with a full stop.<sup>2</sup> As known a complete sentence consists of a subject and a predicate, but a sentence is a full predication containing a subject, a predicate, and a finite verb.

Kane states that the heart of a grammatical sentence is the subject and predicate. The grammatically complete sentence is independent, contains a subject and a predicate, and is properly constructed.<sup>3</sup> In a narrow sense the subject is the word or words

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<sup>1</sup> Angela Downing and Philip Locke, *English Grammar 2<sup>nd</sup> Edition* (New York: Routledge, 2006), p. 27

<sup>2</sup> Peter Knapp and Megan Watkins, *Genre Text Grammar* (Sydney: UNSW Press Book, 2005), p. 63

<sup>3</sup> Thomas S. Kane, *Essential Guide to Writing* (New York: Berkley Books, 2000), p. 153

identifying who or what the sentence is about, and the predicate is the verb, expressing something about the subject.

From explanation above, the writer concludes that a sentence is a group of words. A complete sentence consists a subject, a predicate as the verb that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter and ending with with a full stop.

### 1. Types of Sentences

There are three types of sentences simple sentence, compound sentence, and complex sentence.

#### a. Simple Sentence

Based on Knapp and Watkins state that a simple sentence has only one clause that makes complete sense. A simple sentence may include an embedded clause or one or more phrases.<sup>4</sup> It means that a simple sentence has the most basic elements that make a sentence: a subject, a verb, and a completed. The formulas and the examples of simple sentence is:

1) Subject + Verb + Complement

(Andin is a beautiful doctor)

2) Subject + Verb + Object

(I need a paper and a pencil)

---

<sup>4</sup> Peter Knapp and Megan Watkins, *Loc. Cit.*

### b. Compound Sentence

According to Knapp and Watkins state that in compound sentences there are two or more clauses that are coordinated or linked in such a way as to give each equal status as a statement.<sup>5</sup> Compound sentences often share the same subject. The clauses in a compound sentence can be linked by the use of conjunctions or punctuation. The example:

- 1) You can eat your cake with a spoon **or** fork.
- 2) I wanted to ride my bike, **but** the tire was flat.

### c. Complex Sentence

Based on Knapp and Watkins state that a complex sentence consists of one main clause and one or more subordinate clauses. A subordinate clause refers to a clause that is providing a separate piece of information to the main clause but is dependent on the main clause to make sense.<sup>6</sup> It means that a complex sentence contains an independent clause and at least one dependent clause. An independent clause can stand alone as a sentence, but a dependent clause cannot stand alone, even though it has a subject and a verb. The example:

- 1) A dependent Clause + A Dependent Clause  
(Some people tell me that money can't buy happiness)
- 2) A Dependent Clause + A Independent Clause  
(When she was younger, she believed in fairy tales)

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<sup>5</sup> *Ibid*, p. 64

<sup>6</sup> *Ibid*, p. 65

#### d. Compound-Complex Sentences

Frank states that compound-complex sentences contain two or more independent clauses and one or more dependent clauses.<sup>7</sup> Compound-complex sentences are the most complicated sentences. Compound-complex sentences are made up more than one sentence joined by a conjunction.

For the example:

1) *She likes to sleep in, **but** she can get up early if she has work.*

(on this sentence, “**but**” as the conjunction. It links the two independent clauses (*she likes to sleep in, she can get up early*) and dependent clause (if she has a work)

Based on the explanation above, the writer concludes that there are three types of sentences; simple sentence, compound sentence, and complex sentence. Simple sentence has the most basic elements that make a sentence. In compound sentences there are two or more clauses and often share the same subject. While a complex sentence contains an independent clause and at least one dependent clause.

#### B. Concept of Compound Sentence

Knapp and Watkins states that in compound sentences there are two or more clauses that are coordinated or linked in such a way as to give each equal status as a

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<sup>7</sup> Marcella Frank, *Modern English: A Practical Reference Guide* (New Jersey: Prentice Hall, 1972), p.223

statement.<sup>8</sup> Compound sentences often share the same subject. The clauses in a compound sentence can be linked by the use of conjunctions or punctuation.

Kane states that a compound sentence consists of at least two independent subject-verb.<sup>9</sup> Compound sentences often have three independent clauses or even four or five. In theory there is no limit. In practice, however, most compound sentences contain only two clauses. The two (or more) independent clauses comprising a compound sentence may be united in two ways. One is coordination, connecting clauses by a coordinating conjunction.

Choy and Clark state that compound sentence, a very common sentence pattern, contains *at least two subjects and two verbs*, usually arranged in an S–V/S–V pattern. In grammar, the term compound means “having two or more parts.”<sup>10</sup> A compound sentence can be divided into two parts. Because a compound sentence can be divided into *two* separate sentences, each half of a compound sentence must contain at least one subject and one verb.

Therefore, each half of a compound sentence is a clause that contains both a subject and a verb. (In contrast, a group of words that does not contain both a subject and a verb is called a phrase, as in a prepositional phrase.) A clause that can stand alone as a complete sentence is called an independent clause. Because each clause in a compound sentence can stand alone as a complete sentence, each clause must be

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<sup>8</sup> Peter Knapp and Megan Watkins, *Loc. Cit.*

<sup>9</sup> Thomas S. Kane, *Op. Cit.*, p. 158

<sup>10</sup> Penelope Choy and Dorothy G. Clark, *Basic Grammar and Usage 8<sup>th</sup> Edition* ( Boston: Wadsworth Publishing, 2011), p. 79

independent. Choy and Clark describe that there are two ways to join independent clauses to form a compound sentence. The most frequently used method is to put a conjunction between the clauses.<sup>11</sup> The example:

- 1) You can eat your cake with a spoon **or** fork.
- 2) I wanted to ride my bike, **but** the tire was flat.

Based on the statements above, the writer concludes that compound sentence is combine between two or more clauses that contains both a subject and a verb. Each clause must be independent clause. The way to make a independent clause to be a compound sentence is using connecting word or conjunction between clauses.

### C. Concept of Conjunction

Knapp and Watkins state that a conjunction is a class of words that either coordinates words or clauses of equal status.<sup>12</sup> It means that conjunctions are important elements for creating coherent texts and it would be difficult, without conjunctions, to make sense of ideas, since these conjunctions join two clauses to be a complete sentence and have meaning self.

Swan describes that conjunctions are words that join clauses into sentences.<sup>13</sup> The appropriate use of conjunctions as an essential skill to acquire as students learn to write has been asserted by researchers on discourse and writing . Conjunctions not

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<sup>11</sup> *Ibid*, p. 81

<sup>12</sup> Peter Knapp and Megan Watkins, *Op.Cit*, p. 49

<sup>13</sup> Michael Swan, *Practical English Usage 3<sup>rd</sup> Edition* (New York: Oxford, 2009), p. 510



only join clauses together, but also show how the meaning of the clauses are related.

Conjunction is a grammatical resource for indicating links within texts.

From the explanation above, it can be concluded that conjunction is considered as one of the items inside the grammar and known as a word that function is to links words, phrases, and clauses inside a sentence or process of combining two constituents in one sentence to express certain meanings.

### 1. Classification of Conjunction

Conjunction is separated into three types; coordinate conjunction, subordinate conjunction, and correlative conjunction.

#### a. Coordinate Conjunction

Based on Frank that the coordinate conjunction joins structural units that are equal grammatically. The units joined by a coordinate conjunction are labeled compound.<sup>14</sup> When a coordinate conjunction joins two sentences, the conjunction is normally preceded by a comma. Sentences joined by coordinate conjunctions may or may not be of the same basic sentence pattern, as it can be seen by examining the preceding sentences.

#### b. Subordinate Conjunction

Frank states that subordinate conjunction is gramatically part of the clause it introduces.<sup>15</sup> Subcoordinate conjunction begin a suordinate clause - a group words that contains a subject and verb but cannot stand alone as a sentence. The chief

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<sup>14</sup> Marcella Frank, *Op. Cit*, p. 206

<sup>15</sup> *Ibid*, p. 215

subordinate conjunctions are: *after, because, if, thought, although, till, before, unless, as, when, while, and where.*

### c. Correlative Conjunction

Azar states that correlative conjunctions are usually use for emphasis, they draw attention to both part of the parallel structure.<sup>16</sup> It means that correlative conjunction should be used in pairs and used in parallel elements. Elements of sentences should have parallel accrued according to grammatical structure. If subject singular and plural are connected, then the close subject will determine whether it is singular or plural verb.

The examples of correlative conjunctions are follows:

**Either ..... or .....**

**Neither ..... Nor .....**

**Both ..... And .....**

**Not only ..... but also .....**



From the statements above, the writer concludes that conjunction is separated into three types; coordinate conjunction, subordinate conjunction, and correlative conjunction. Conjunction is part of grammatical structure that the function to joins together-word groups that could be complete sentences that contains a subject and verb.

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<sup>16</sup> Betty S Azar and Martha Hall, *English Grammar 4<sup>th</sup> Edition* (New York: Pearson Longman, 2010), p. 358

#### D. Concept of Coordinate Conjunction

Among of the three types of conjunctions, this probably the most common one. The main function of coordinate conjunction is to join words, phrases, and clauses together, which are usually grammatically equal.. Based on Swan that coordinate conjunction joins pairs of clauses that are gramatically independent of each other.<sup>17</sup> Aside from that, this type of conjunctions is placed in between the words or groups of words that it links together, and not beginning or at the end.

Beason and Lester state that using coordinate conjunction is the most common way to join independent clauses. Focuses on the most common coordinating conjunction; *and, but, and or*.<sup>18</sup> When a coordinating conjunction joins together two sentences, the resulting sentence is called a compound sentence. Compound sentence consists of at least two independent clause. Coordinate conjunction links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected.

Based on Frank that the coordinate conjunction joins structural units that are equal grammatically. The units joined by a coordinate conjunction are labeled compound.<sup>19</sup> When a coordinate conjunction joins two sentences, the conjunction is normally preceded by a comma. Sentences joined by coordinate conjunctions may or may not

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<sup>17</sup> Michael Swan, *Op. Cit*, p. 497

<sup>18</sup> Larry Beason and Mark Lester, *A Commonsense Guide to Grammar and Usage* (Boston: Bedford, 2012), p. 138..

<sup>19</sup> Marcella Frank, *Loc. Cit*.

be of the same basic sentence pattern, as it can be seen by examining the preceding sentences.

The key to knowing when to use a comma with a coordinating conjunction is to determine what the FANBOYS joins together word groups that could be complete sentences or just parts of sentences. The easiest way to remember all seven coordinating conjunctions is by the term FANBOYS (For, And, Nor, But, Or, Yet, So) The example of coordinate conjunction:

**Table 1**  
**The Examples and The Functions of Coordinate Conjunction**

<b>Coordinate Conjunction</b>	<b>The Function</b>	<b>The Example of Coordinate Conjunction</b>
For (Reason)	Meaning “because”	She stood still <b>for</b> nothing can say.
And	Joins two similar ideas together	He lives in Victoria, <b>and</b> he studies at Yale University.
Nor	Joining two negative alternatives	I didn’t want to go to the office <b>nor</b> the hospital.
But	Joins two contrasting ideas	John is Canadian, <b>but</b> Sally is Englis.
Or	Joins two alternative ideas	I could cook some supper, <b>or</b> we could order a pizza.
Yet (But)	Meaning “but”	Edward barely looked at the road,

		<b>yet</b> the tires never deviated so much as a centimeter from the center of the lane.
So	Shows that the second ideas is the result of the first	She was sick, <b>so</b> she went to the doctor.

*Adopted from: Jauhar Helmi's Journal<sup>20</sup>*

Since there are many views about coordinate conjunctions, the writer just focus on the coordinate conjunction according to Beason and Lester. Coordinating conjunctions are punctuated in two different ways depending on what the conjunctions join. As you can see in:

When the coordinate conjunction joins two independent clauses

- a. I want to go to the beach, but my sister want to go to the mountain..

(A comma must go in front of the coordinate conjunction)

When one of the coordinate conjunction joins just parts of sentences, you should not use a comma.

- b. She likes apples and grapes.

(No comma is needed because *and* does not join two independent clauses)

It is easy to understand why punctuation errors occur with coordinating conjunctions. Both examples above seem similar because each conjunction joins a group of words.

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<sup>20</sup> Jauhar Helmi, "Coordinative Conjunction Or and So In English," Vol. 1, No. 01, p. 2, 2013

You can avoid punctuation problems by looking at what comes before and after the coordinating conjunction.

The writer considers that Beason and Lester's coordinate conjunction explanation is better than the two language experts'. Their explanation is more complete, but not complicated. That is why the writer considers that choosing the coordinate conjunction according to Beason and Lester as the main standard or reference to analyze the errors in using of coordinate conjunction in compound sentence writing.

Based on the explanation above, the main function of coordinate conjunctions are to join words, phrases, and clauses together, which are usually grammatically equal. If a coordinate conjunction joins two independent clauses, it needs to have a comma with it, but if the conjunction connects a phrase with two independent clauses, the two independent clauses should be separated with the coordinate conjunction "and". If a phrase is added to a short independent clause it does not need a comma.

### **E. Concept of Error and Mistake**

The people often use the terms of "mistake" and "error" both in written form and in spoken one. they are commonly used interchangeably, but they are actually different. Naturally, students make errors in learning a foreign language in term of grammar, vocabulary and pronunciation.

Based on Brown, mistakes are what researchers have referred to as performance errors (the learner knows the system but fails to use it), while errors are the result of

one's systematic competence (the learner's system is incorrect).<sup>21</sup> It means that mistake is usually accidental. The learners know it is wrong and can be self-corrected. While error is usually made due to the lack of knowledge. Thus, the action is wrong because it is different from the rules.

In this research, the writer uses the Dulay, et.al statement that the different way to differentiate error and mistake is all deviations that have not yet been classified as performance or competence errors, we do not restrict the term “error” to competence based deviations.<sup>22</sup> The difference between error and mistake is difficult to determine the nature of a deviation without careful analysis. Thus, in this research all the deviations of the students refer to error.

From the statement above, mistakes are what researchers have referred to as performance errors (the learner knows the system but fails to use it), while errors are the result of one's systematic competence (the learner's system is incorrect), but to differentiate between error and mistake is something that is difficult to do without careful analysis. Thus, all the students' deviations are called error.

## **F. Concept of Error Analysis**

Errors are consistent and systematic and errors are usually produced by the learners who do not know well about the target language that they learn. Errors and mistakes are almost the same but both of them are not because a mistake is usually produced when

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<sup>21</sup> H. Douglas Brown, *Principles of Language Learning and Teaching 5<sup>th</sup> Edition*. (California: Longman, 2006), p. 227.

<sup>22</sup> Heidi Dulay, et. al, *Language Two* (New York: Oxford University Press, 1982), p. 138

peoples have some factors such as when they get emotion strain and their memory is limit.

Based on Dulay, some errors that look like a structure in the learner's native language cannot automatically be attributed to transfer of the first language to the second: they may have been caused by some other mental process.<sup>23</sup> Conversely, an error that seems to look like one made by children during first language acquisition may have been influenced in some way by the learner's first language.

Corder states that error is an inevitable and indeed necessary part of the learning process.<sup>24</sup> It means that the people can not only know where we make an error and also the people know how to correct it. So, the people will not do something same as before. That is why analysis is important as the best corrector. Error analysis can used as the success measurement of the teachers' technique. If the students do errors so much, it means that the technique of the teacher used is unsuccessful. So, the teacher should be improved the technique that teachers' used.

According to Brown, the concept of error analysis is the fact that the learners do make errors and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to surge of study of the leaner' error.<sup>25</sup> It can be stated that the error analysis is the technique for identifying and describing errors systematically made by students. The technique for identifying

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<sup>23</sup> Dulay, *et, all, Op. Cit*, p. 45

<sup>24</sup> SP Corder, *Error Analysis and Interlanguage* (New York: Oxford University Press, 1985), p. 25

<sup>25</sup> H Douglas Brown, *Op. Cit*, p. 227.



means to check just how many students actually makes a particular error and how many used that language item correctly.

From those experts statements above the writer can conclude that the students often make an error in the process of learning especially learning foreign language, many people dont know their error, and many others are knowing their error but ignore it, but making error in the process of learning is natural and as human being the people always make error in everything but we know how to avoid the error. So, that is why the error analysis is important because error analysis has a function as the technique to identifying and describing errors. The procedures of error checking are; firstly, underlining the error item. Secondly, signifying the error items. Then try to assess the students' error.

### **G. Classification of Error**

Dulay, Burt, and Krashen say that there four types of taxonomies which concern with errors. They are Linguistic Based Category, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy.<sup>26</sup> These descriptive taxonomies is guided by two major purposes: to present error categories and to report the findings of research conducted to date with respect to error types observed.

#### **1. Linguistic Category Taxonomy**

Dulay, Burt, and Krashen state that linguistic category taxonomy classifies errors according to either or both the language component at the particular linguistic

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<sup>26</sup> Dulay, *et, all, Op. Cit*, p.147

constituent the error affects.<sup>27</sup> The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

## 2. Surface Strategy Taxonomy

Dulay, Burt, and Krashen defines it as the taxonomy that highlights the ways surface structures are altered: Learner may omit necessary items or add unnecessary ones; they may misform items or misorder them.<sup>28</sup> In other words, they also focus on aspects on the error themselves and emphasized on analyzing the ways surface are changed.

## 3. Comparative Taxonomy

Dulay, Burt, and Krashen say that comparative taxonomy is the classification errors based on the comparison between the structure of L<sub>2</sub> errors and certain other types of construction.<sup>29</sup> This used as a major predictor of students' errors and knowledge of developmental processes in learning. Comparative taxonomy into four types; developmental errors, interlingual errors, ambiguous and other errors.

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<sup>27</sup> *Ibid*, p. 146

<sup>28</sup> *Ibid*, p. 147

<sup>29</sup> *Ibid*, p. 163

#### 4. Communicative Effect Taxonomy

According to Dulay, Burt, and Krashen, communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication.<sup>30</sup> This taxonomy classifies errors in two types; global errors and local errors.

#### H. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay, Burt, and Krashen define it as the taxonomy that highlights the ways surface structures are altered: Learner may omit necessary items or add unnecessary ones; they may misform items or misorder them.<sup>31</sup> Therefore, surface strategy taxonomy classifies errors into four: omission, addition, misformation and misordering.

Based on the theories above, the writer focused on the surface strategy taxonomy that consists of omission, addition, misformation, and misordering.

##### 1. Omission

Dulay, Burt, and Krashen state that omission errors are characterized by the absence of an item that must appear in a well-formed utterance.<sup>32</sup> It is usually occasioned by lack of vocabulary and learners usually indicate their awareness of the missing constituent.

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<sup>30</sup> *Ibid*, p. 189

<sup>31</sup> *Loc. Cit.*

<sup>32</sup> *Ibid*, p. 154

For example:

- 1) Mary president new company. (incorrect)
- 2) Mary *is the* president *of the* new company. (correct)

In this sentence omit *is the* and *of the*.

In this case, it can be used to coordinate conjunction, for example:

- 1) He didn't come last night, he fell asleep. (incorrect)
- 2) He didn't come last night, **for** he fell asleep. (correct)

## 2. Addition

Dulay, Burt, and Krashen describe that addition errors are the opposite of omissions.<sup>33</sup> It means that additions errors are characterized by the presence of an item which must not appear in a well-formed utterance.

### a. Double Markings

Based on Dulay, Burt, and Krashen that many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. Two items rather than one are marked for the same feature, this type of addition error has been called *double marking*.<sup>34</sup>

For example:

- 1) That's *the man* who I saw *him*.

There are two object in the sentence.

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<sup>33</sup> *Ibid*, p. 156

<sup>34</sup> *Ibid*, p. 156

In this case, it can be used to coordinate conjunction, for example:

- 1) She has lived in London for more than five years, **and so** she can speak English well. (incorrect)
- 2) She has lived in London for more than five years, **so** she can speak English well. (correct)

### b. Regularization

According to Dulay, Burt, and Krashen regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.<sup>35</sup> But, in this case, it can not be used to coordinate conjunction.

### c. Simple Addition

Dulay, Burt, and Krashen state that simple addition errors are the “grab bag” subcategory of additions. If an addition error is not a double marking nor a regularization, it is called simple addition.<sup>36</sup> But, in this case, it can not be used to coordinate conjunction.

## 3. Misformation

Dulay, Burt, and Krashen say that misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is

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<sup>35</sup> *Ibid*, p. 157

<sup>36</sup> *Ibid*, p. 158

not supplied at all, in misinformation errors the learner supplies something, although it is incorrect.<sup>37</sup> Misformations indicate that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his or her way to target language proficiency.

Thus far, based on Dulay, Burt, and Krashen there are three types of misinformation have been frequently reported in the literature<sup>38</sup>:

#### a. Regularization Errors

Regularization errors that fall under the misinformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran*, or *gooses* for *geese*. But, in this case, it can not be used to coordinate conjunction.

#### b. Archi-forms

Archi-form is the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the learner an *archi-form*. For example learner may select one member of the class of personal pronouns to function for several others in the class.

1) Give **me** that.

2) **Me** hungry.

But, in this case, it can not be used to coordinate conjunction.

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<sup>37</sup> *Ibid*, p. 158

<sup>38</sup> *Ibid*, p. 158

### c. Alternating-forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. Thus, we see for demonstrative:

- 1) Plural for singular (or vice versa), as in:

*They for It.*

But, in this case, it can be used to coordinate conjunction, for example:

- 1) Vina and Amel wake up at 5:00 am, **or** they go to school at 6:30 am.

(incorrect)

- 2) Vina and Amel wake up at 5:00 am, **and** they go to school at 6:30 am.

(correct)

### 4. Misordering

Dulay, Burt, and Krashen define that misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>39</sup>

For example:

- 1) He is all the time late.

In this sentence, *all the time* is misordered.

In this case, it can be used to coordinate conjunction, for example:

- 1) She didn't answer my call, **nor** did her friends when last night I called them.

(incorrect)

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<sup>39</sup> *Ibid*, p. 162

2) She didn't answer my call, **nor** did her friends when I called them last night.

(correct)

Based on the statements above, the writer concludes that Surface Strategy Taxonomy is used to analyzing language errors. Surface Strategy Taxonomy is separated into four types: omission, addition, misformation, and misordering. The types of language errors are the absence of an item that must appear (omission), the presence of an item which must not appear (addition), the use of the wrong form of the morpheme or structure (misformation), the incorrect placement (misordering).

### **I. Concept of Writing**

Writing is one of English skill needs more than theory. English learners are supposed to be able to do much practice to master writing. Writing is important because it can show the learner's mind and idea. If the learners do not show their mind with speaking, they can use writing to express it. In addition, when the students write, they express their feelings and ideas into a word, word into sentence, sentence into paragraph, and it needs hard thinking to produce it at the same time.

Harmer says that by far the most important reason for teaching writing of course is that a basic of language skills.<sup>40</sup> Therefore, teaching writing to student of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should be

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<sup>40</sup> Jeremy Harmer, *Op. Cit*, p. 23



given much attention as reading, speaking and listening. Yet, many teachers and students alike consider writing to be most difficult subject of language skill to learn.

According to Weigle writing is an important part of the curriculum in schools from the earliest grades onward, and that most children in countries that have a formal education system will learn to write, at least at basic level, in their setting.<sup>41</sup> The goal of learning to write is for most students, to be able to participate fully in many aspects of society beyond school, and for some to pursue careers that involve extensive writing.

From the explanation above, the writer concludes that writing is important skill of process of expressing idea, the way to sending message or information that must be learn. Most students have difficulties to write in English language. However, writing is not an easy thing to do even it is the hardest language skill to master. Writing is not always easy. The students are certainly makes some mistake or errors in writing because their lack grammar and the students still construct English sentences by using Indonesian rules. It shows that there are the differences between Indonesian grammar and English grammar.

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<sup>41</sup> Sara C Weigle, *Assessing Writing* (United Kingdom: Cambridge University Press, 2002), p.

## CHAPTER III

### THE RESEARCH METHODOLOGY

#### A. Research Design

This study refers to the qualitative research. Bodgan and Taylor in Setiyadi state that “qualitative research is research that produces descriptive data in form or written words or oral from the subject and its behavior that can be observed, therefore the goal is an individual understanding and its background completely”.<sup>1</sup> It means that this research is qualitative, because the writer produced descriptive data. By the qualitative research, the writer focused on analyzing the students’ grammatical errors in using coordinate conjunction in compound sentences writing at the first semester of the eighth grade of SMPN 1 Wonosobo.

In this research, the writer analyzed and described the students’ coordinate conjunction error in compound sentences writing. The writer observed the error made by the students, then identified the errors and finally classified the error based on Surface Strategy Taxonomy.

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<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian dan Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006) p. 219

## B. Data and Data Source

The term data refers to the kinds of information researchers obtain on the subjects of their research. The sources of data in this research were all the result of students' compound sentences writing using coordinate conjunction by 179 students of SMPN 1 Wonosobo. For more details see the table.

**Table 2**

**The Total Number of The Students at Eighth Grade of SMPN 1 Wonosobo in 2017/2018**

NO.	CLASS	TOTAL
1.	VIII A	36
2.	VIII B	36
3.	VIII C	36
4.	VIII D	35
5.	VIII E	36
TOTAL		179

*Sources: The Data of Documentation at The Eighth Grade of SMPN 1 Wonosobo in The Academic Year 2017/2018*

In taking the sample of the research, the writer used purposive sampling technique. According to Arikunto, purposive sampling technique is done by taking a subject instead is based on stratified, random, or region but is based on a particular

destination.<sup>2</sup> The writer's consideration to take the sample was the students' writing task can give the writer information about the types of students' coordinate conjunction errors.

Population is the whole subject of the research. Sugiyono states that the population is generalization area that consists of object and subject that have certain quality and character to be learnt and to be concluded.<sup>3</sup> The population of this research was all the students' compound sentences writing using coordinate conjunction in eighth grade. There are 525 students' compound sentences.

A sample is a portion of population. Arikunto states that sample is part of population which will be investigated.<sup>4</sup> The sample can be selected from a large number of person, identified as the population, or it can simply refer to the group of subjects from the data are collected. The sample of this research was the students' sentences contain errors in using coordinate conjunction in compound sentences writing. There are 47 students' sentences contain error.

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<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian* (Yogyakarta: Rineka Cipta, 2009), p. 127

<sup>3</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2008), p. 215

<sup>4</sup> Suharsimi Arikunto, *Op. Cit*, p. 127

### C. Data Collecting Technique

Based on Sugiyono that data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.<sup>5</sup> In order to know students' grammatical errors in using coordinate conjunction in compound sentences writing, the writer use a document to collect the data.

According to Ludico et. al, documents and artifacts are another form of qualitative data collection tool. Documents and artifacts generally include things like public records, personal writings, or instructional materials.<sup>6</sup> The writer took the students' task in using coordinate conjunction in compound sentences writing. Thus, document of this research was the copied of students' writing task.

### D. Research Procedure

The writer used the procedures of collecting data as follows:

1. Formulating the research problems or questions and determining the focus of the research. The focus is on the students' problem in using coordinate conjunction in compound sentences writitng.
2. Determining the cases, the way of collecting data is taken in form of writing task, then analyzing the students' problem in using coordinate conjunction.

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<sup>5</sup> Sugiyono, *Op. Cit*, p. 306

<sup>6</sup> Marguerite G. Ludico, et. al, *Method in Educational Research from Theory to Practice 2<sup>nd</sup> Edition* (San Fransisco: Jossey Bass, 2006), p. 130

3. Determining the subject of the research is the students of the eighth grade of SMPN 1 Wonosobo by using purposive sampling technique.
4. Collecting the data and documenting the data through writing task.
5. Classifying the data.

In this step, the writer categorized the students' grammatical errors in using coordinate conjunction in compound sentences writing based on Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering.

6. Evaluating, analyzing, and reporting the data analysis to include in research result.

#### **E. Data Analysis**

Sugiyono states that data analysis is the process of systematically searching and arranging the interview, transcript field notes, and other materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others.<sup>7</sup> To analyze the data of the students' grammatical errors, the writer used steps of the analyzing data as follows:

1. Identifying the students' grammatical errors by numbering items.

In the process of the error checking, the writer uses the following steps. First, the writer make a table of students' grammatical errors. Second, the writer put the students' grammatical errors in the column. Third, the writer make the correction

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<sup>7</sup> *Ibid*, p. 88

of the students' grammatical errors and then determined the errors based on the categories by using certain numbers.

The codes that are as follows:

- a. (1) stands for omission errors.
  - b. (2) stands for addition errors.
  - c. (3) stand for misformation errors.
  - d. (4) stands for misordering errors.
2. Classifying the errors based on Surface Strategy Taxonomy; omission errors, addition errors, misformation errors, and misordering errors.
  3. Calculating the percentage each of the errors type. To get the percentage of them, the writer uses the following formula.

According to Sudjiono, the formula is:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of students' errors

F = Total number of students' errors

N = Total number of students' sentences<sup>8</sup>

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<sup>8</sup> Annas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Situation of SMPN 1 Wonosobo

The research was conducted in SMPN 1 Wonosobo which is located on Jl. Batin Putera Siring Betik Kec. Wonosobo, Tanggamus. In this research the writer took the eighth grade students to analyzed their errors in using coordinate conjunction in compound sentences writing based on surface strategy taxonomy.

##### 1. Teacher and Staff of SMPN 1 Wonosobo Tanggamus

The conditions of the teacher and staff of SMPN 1 Wonosobo Tanggamus in 2017/2018 Academic Year. It can be seen in the table:

**Table 3**  
**Situation of the Teacher and Staff of**  
**SMPN 1 Wonosobo Tanggamus in the Academic Year 2017/2018**

No.	Official Statement	Number
1.	Headmaster	1
2.	PNS (Teacher)	17
3.	Honorary (Teacher)	20
4.	PNS (Official)	1
5.	Honorary (Official)	10
Total		49

*Source: documentation of SMPN 1 Wonosobo Tanggamus in the Academic Year 2017/2018*



## 2. Number of Students

**Table 4**  
**Total Number of Students in SMPN 1 Wonosobo in the Academic Year**  
**2017/2018**

No.	Class	Number of Students
1.	VII A	32
2.	VII B	32
3.	VII C	32
4.	VII D	32
5.	VII E	32
6.	VIII A	36
7.	VIII B	36
8.	VIII C	36
9.	VIII D	35
10.	VIII E	36
11.	IX A	34
12.	IX B	34
13.	IX C	35
14.	IX D	35
15.	IX E	34
16.	IX F	34
Total		545

*Source: documentation of SMPN 1 Wonosobo Tanggamus in the Academic  
Year 2017/2018*

## B. Research Procedure

The research was conducted in 7<sup>th</sup> until 9<sup>th</sup> November 2017. Before conducting the research, firstly, the writer asked the headmaster and the teacher's permission of the school. After having permission, the writer conducted through the following steps:

1. Determining the subject of the research, the subject of the research was students of eighth of SMPN 1 Wonosobo Tanggamus in the academic year 2017/2018.
2. Giving the explanation or review about coordinate conjunction.

The writer review and re-explain about the how to make a good sentence in compound sentences form using coordinate conjunction as the conjunction.

3. Giving the task to students are make compound sentences consists 3 sentences using coordinate conjunction: *And*, *But*, and *Or*.
4. Collecting the data and documenting the data through writing task.
5. Classyfing the data.

In this step, the writer categorized the students' grammatical errors in using coordinate conjunction in compound sentences writing based on Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering.

6. Evaluating, analyzing, and reporting the data analysis to include in research result.

In this chapter, the writer would like to present the result and discussion of the research about error made by the students in using coordinate conjunction in compound sentences based on Surface Strategy Taxonomy. The data were taken from the document of the task result.

### C. Result of the Research

The main instrument of this research was documentation. The data were gained from the students' writing task. In collecting data, the writer asked the eighth grade students of SMPN 1 Wonosobo to make compound sentences consists 3 sentences using coordinate conjunction especially: *And*, *But*, and *Or*. The numbers of the eighth grade students were 179, but 4 students were absent. Thus, there are 175 students in this research.

The data were 525 sentences analyzed based on Surface Strategy Taxonomy. Having checked the students' writing task using coordinate conjunction in compound sentences writing, it was found that there were 34 items of misinformation errors, 8 items of omission errors, 4 items of addition errors, and 1 item of misordering error. The total number of errors are 47 items. Below are presented several examples of apparent errors made by the students in using coordinate conjunction in compound sentences writing.

#### 1. Omission Error

Omission error is characterized by the absence of an item (word) required in a well-formed utterance. In this research omission errors committed by the students were 8 errors. The following data were presented as examples of the error did by the students:

##### a. And

1. (1) I likes color white I likes color black.

2. (2) Junai likes color green Junai likes color yellow.
3. (3) I like watermelon I like mango.

In the data (1-3), the omission error can be identified by the omission of the word “**and**”. Therefore, the omission leads to grammatical error of coordinate conjunction “**and**”. Further, here are the correction of omission errors “**and**”:

1. (a) I likes color white, **and** I likes color black.
2. (a) Junai likes color green, **and** Junai likes color yellow.
3. (a) I like watermelon, **and** I like mango.

The insertion of conjunction “**and**” in (1a-3a) make the construction of coordinate conjunction correct. Other examples with the same patterns can be found in Appendix 5(A1).

#### b. But

4. (8) Ulil likes watermelon Edi likes lemon.
5. (9) I like colour red, Okta like colour blue.

In the data (4-5), the omission error can be identified by the omission of the word “**but**”. Therefore, the omission leads to grammatical error of coordinate conjunction “**but**”. The correction of omission errors “**but**” are follows:

4. (a) Ulil likes watermelon, **but** Edi likes lemon.
5. (a) I like colour red, **but** Okta like colour blue.

The insertion of conjunction “**but**” in (4a-5a) make the construction of coordinate conjunction correct. Other examples with the same patterns can be found in Appendix 5(A2).

## 2. Addition Error

On the contrary to omission error, addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. There are 3 kinds of addition errors are *double markings*, *regularization*, and *simple addition*. In this research, there is 1 kind of addition error that students did is *double markings*. Addition errors committed by the students are 4 errors. The following data were presented as examples of the error did by the students:

### a. And

6. (10) I like a orange **and but** Rina does not like orange.
7. (11) My hobby is football **and but** his hobby badminton.

In the data (6-7), the addition error can be identified by there are two coordinate conjunction to combine the sentences. There are two coordinate conjunction “**and-but**” (6-7). Therefore, the addition leads to grammatical error of coordinate conjunction “**and**”. The correction of addition errorS “**and**” are:

6. (a) I like a orange **but** Rina does not like orange.
7. (a) My hobby is football **but** his hobby badminton.

The removal of conjunction “**and**” in (6a-7a) make the construction of coordinate conjunction correct. Other examples with the same patterns can be found in Appendix 5(B1).

**b. Or**

8. (12) Andi likes swimming and He likes football **or**.

In the data (8), the addition error can be identified by there are two coordinate conjunction to combine the sentences. There are two coordinate conjunction “**and- or**” (8). Therefore, the addition leads to grammatical error of coordinate conjunction “**or**”. Here are the correction of addition error “**or**”:

8. (a) Andi likes swimming and He likes football.

The removal of conjunction “**or**” in (8a) make the construction of coordinate conjunction correct. Other examples with the same patterns can be found in Appendix 5(B2).

### 3. Misformation Error

Misformation errors are characterized by the use of the wrong morpheme or structure.

There are 3 kinds of misformation error are *regularization errors*, *archi-forms*, and *alternating-forms*. In this research, there is just 1 kind of misformation error is *alternatring-forms*. Misformation errors commited by the students are 34 errors. The following data were presented as examples of the error did by the students:

**a. And**

9. (14) Roni like milk, **and** Rina like chocolate.

10. (15) I like avocado **and** Cika like apple.

11. (16) I likes watermelon **and** Zalila likes apple.

In the data (9-11), the misinformation error can be identified by the unnecessary item appears in an utterance. Misformation errors occur because the item supplied is incorrect. In the data (9-11), student used coordinate conjunction “**and**” as the conjunction. It should be best replaced become “**but**”. Therefore, the misinformation error leads to grammatical error of coordinate conjunction “**and**”. Thus, the correction of misinformation errors as follows:

9. (a) Roni like milk, **but** Rina like chocolate.

10. (a) I like avocado **but** Cika like apple.

11. (a) I likes watermelon **but** Zalila likes apple.

The alternating of conjunction “**and**” to be “**but**” in (9a-11a) make the construction of coordinate conjunction correct. Other examples with the same patterns can be found in Appendix 5(C1).

**b. But**

12. (32) Rudi don’t like apple, **but** I like orange.

In the data (12), the misinformation error can be identified by the unnecessary item appears in an utterance. Misformation errors occur because the item

supplied is incorrect. In the data (12), student used coordinate conjunction “**but**” as the conjunction. It should be best replaced become “**and**”. Therefore, the misinformation error leads to grammatical error of coordinate conjunction “**but**”. Here are the correction of misinformation errors:

12. (a) Rudi don’t like apple, **and** I like orange.

The alternating of conjunction “**but**” to be “**and**” in (12a) make the construction of coordinate conjunction correct. Other examples with the same patterns can be found in Appendix 5(C2).

c. Or

13. (33) I like mango **or** apple but I don’t like banana.

14. (34) I want to study, **or** I want to playing.

15. (35) I want to go to Hotel **or** It is rain.

In the data (13-15), the misinformation error can be identified by the unnecessary item appears in an utterance. Misinformation errors occur because the item supplied is incorrect. In the data (13), student used coordinate conjunction “**or**” as the conjunction. It should be best replaced become “**and**”. In the data (14), student used coordinate conjunction “**or**” as the conjunction. It should be best replaced become “**but**”. In the data (15), student used coordinate conjunction “**or**” as the conjunction. It should be best replaced become “**but**”. Therefore, the misinformation error leads to



grammatical error of coordinate conjunction “**or**”. Thus, here are the correction of misformation error:

13. (a) I like mango **and** apple but I don't like banana.

14. (a) I want to study, **but** I want to playing.

15. (a) I want to go to Hotel **but** It is rain.

The alternating of conjunction “**or**” to be “**and**” in (13a) and conjunction “**or**” to be “**but**” in (14a-15a) make the construction of coordinate conjunction correct. Other examples with the same patterns can be found in Appendix 5(C3).

#### 4. Misordering Error

Misordering error is characterized by the improper order of a morpheme or a group of morpheme in an utterance. In this item, the student did not commit error. They might have understood about to place a morpheme in their sentence. In this research misordering errors committed by the students are 1 error. The following data was presented as example of the error did by the students:

##### a. And

16. (47) Salamun likes Tiger **Aldi and** likes Sneak.

In the data (18), the misordering error can be identified by there is incorrect placement between “**Andi**” as the subject of the second clause and “**and**” as the coordinate conjunction. It should become there is coordinate conjunction

“**and**” before subject “**Aldi**”. Therefore, the misordering leads to grammatical error of coordinate conjunction “**and**”. Further, here are the correction of misordering error “**and**”:

16. (a) Salamun likes Tiger **and Aldi** likes Sneak.

The exchange placement in (16a) from subject before conjunction “**Aldi and**” to be conjunction before subject “**and Aldi**” make the construction of coordinate conjunction correct. Other examples with the same patterns can be found in Appendix 5(D1).

## **D. Discussion of Finding**

### **1. Identifying and Signifying the Error**

The writer took the document of the students’ writing task of the second semester of the eighth grade and tried to identifying and classifying the students’ error in using coordinate conjunction in compound sentences writing based on Surface Strategy Taxonomy. The errors were determined when the subjects omitted necessary items or added unnecessary ones, misformed items or misordered them. After identifying and classifying the data, the writer made the report of the writer’s findings.

### **2. Classifying the Error**

The errors already classified as omission, addition, misformation, or misordering based on Surface Strategy Taxonomy. The errors committed by each types of errors were put into table prepared to find out the number of each types of errors.

**Table 5**  
**The Number of the Classification of the Error in Using Coordinate Conjunction**  
**in Compound Sentences Writing Based on Surface Strategy Taxonomy**

No.	Types of Errors	Total
1.	Misformation	34 items
2.	Omission	8 items
3.	Addition	4 items
4.	Misordering	1 items
<b>Total</b>		47 items

### 3. Calculating the Percentage

The calculation of percentage of error was showed to know percentage of each type would be undertaken by students. This can be used to locate weakness of the students in the use of coordinate conjunction.

The calculation of the percentage of the error types, the formula is:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of students' errors

F = Total number types of students' errors

N = Total number of students' sentences errors

**a. Omission Error**

$$P = \frac{8}{47} \times 100\%$$

$$= 17,02 \%$$

The percentage of omission error is 17,02 %

**b. Addition Error**

$$P = \frac{4}{47} \times 100\%$$

$$= 8,51 \%$$

The percentage of addition error is 8,51%

**c. Misformation Error**

$$P = \frac{34}{47} \times 100\%$$

$$= 72,34 \%$$

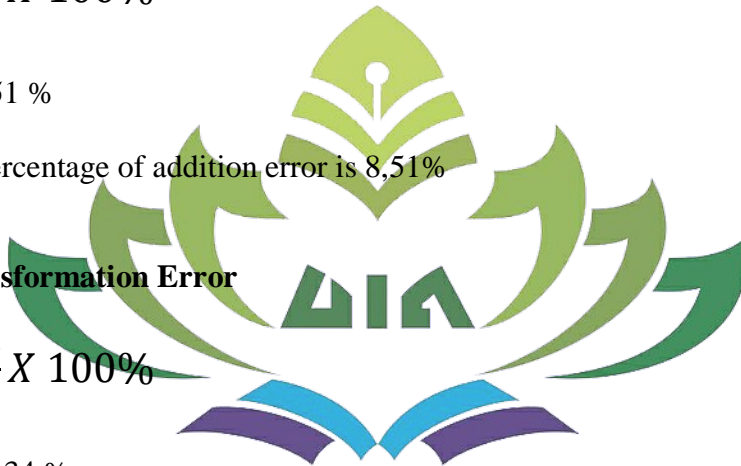
The percentage of misformation error is 72,34 %

**d. Misordering Error**

$$P = \frac{1}{47} \times 100\%$$

$$= 2,13 \%$$

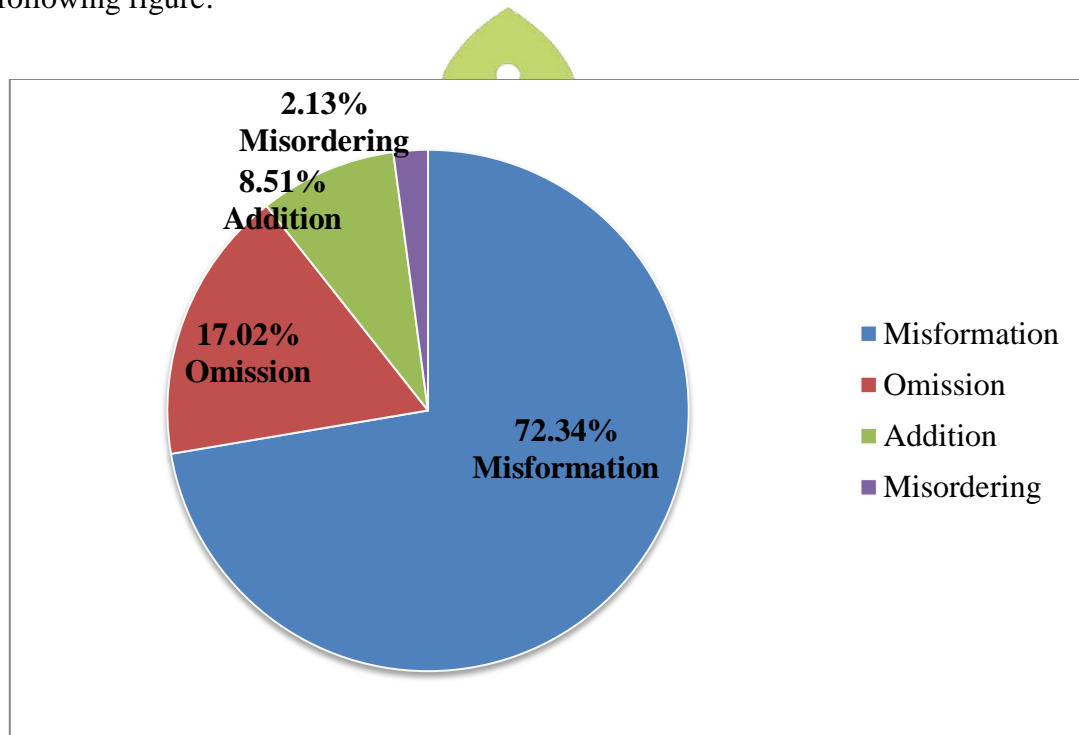
The percentage of misordering error is 2,13 %



It was found that there were 47 items error with details as follows:

- 1) Misformation errors were 34 items (72,34%)
- 2) Omission errors were 8 items (17,02%)
- 3) Addition errors were 4 items (8,51%)
- 4) Misordering error were 1 items (2,13%)

The proportions of errors based on Surface Strategy Taxonomy can be described in following figure:



**Figure 1**

**The proportions of errors made by students that most dominant in using coordinate conjunction in compound sentences writing based on surface strategy taxonomy at SMPN 1 Wonosobo in the first semester of the eighth grade in the academic year 2017/2018**

Based on the result of the research, the writer found that the highest frequency of error made by students based on Surface Strategy Taxonomy is Misformation with 72,34%, the second largest percentage is Omission with 17,02%, the third is Addition with 8,51%, and the last is Misordering with 2,13%. From the percentage can be concluded that the most problems cause of the students' errors are the students still confused about use of the coordinate conjunction correctly in making sentences. The second cause is omission. The students make compound sentences without using coordinate conjunction as the conjunction between clause 1 and clause 2. The third position is addition. The students make a compound sentence added more than one coordinate conjunction. The lowest error did by the students is misordering. The students still confused how to using coordinate conjunction correctly in compound sentences.

In this type of error, the writer found all the types of error. It can indicate that almost every students have not already understood yet how to place coordinate conjunction in right order. In addition, based on the research, the writer found the most problem of the students were students have difficulty about how to make a sentence in compound sentences form not simple sentences form. For the example of students' results (see appendix 4):

- a. (87) I want to go to school.
- b. (198) I like swimming.
- c. (305) I like count.

Based on the sentences above show that students still confused and have difficulty how to make a good sentence in compound sentence form not simple sentence form. The students did not know that simple sentence is different to compound sentence. Compound sentence has two subject and also two verb, but simple sentence has a subject, a verb, and a completed/an object. Thus, it is not students' error using coordinate conjunction in compound sentences writing form.

The second problem that the writer found that most of students have difficulty to distinguish *Pronoun* used, such as between “**I**” and “**My**”, “**I**” and “**Me**”, and between the word “**He**” and “**His**”. Based on Langan, pronouns are words that take a place of nouns (persons, places, or things).<sup>1</sup> Therefore, pronoun refer to and replace the names of people, place, and thing. For the example of students' results (see **Appwndix 5**):

- a. (68) You like **I**, and I like you too.
- b. (79) I like you, but You do not like **I**.
- c. (90) **I** hobby is badminton, and **He** hobby is swimming.

Based on the sentences above, it can be concluded that students lack of grammatical in their writing. In the first and second sentences show that student did not know use of the personal pronoun as the object. Use the word of “**I**” as a object is “**Me**”. On the second sentence shows that students did not know the word “**I**” used to show possession or ownership of something, so the word “**I**” replaced the word “**My**” as

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<sup>1</sup> John Langan, *Exploring Writing* (New York: Connect Learn Succeed, 2009), p. 252

possessive adjective, and the use of the word “**He**” should be replaced “**His**” as the possessive adjective. It is misformation errors categorized in use of the *Pronoun* not use of the coordinate conjunction. Thus, the correct sentences as follows:

- a. I like you, but you do not like **me**.
- b. You like **me**, and I like you too.
- c. **My** hobby is badminton, and **His** hobby is swimming.

The third problem of students is the most of the students make a similar pattern of compound sentences. The students still confused to make their own sentences, so they make a compound sentence based on their friends' writing. In other words, if the other student is right, then the another student will be right as well. Therefore, the most of the data that the writer found in similar sentences form.

In conclusion, the students ought to learn more and more in mastering English, especially in mastering in using coordinate conjunction in compound sentences writing. They should practice more how to use coordinate conjunction on the text or sentence. They need to understand how to make a good sentence, especially in compound sentences form. They need understand very well about the elements of English. The teacher should be explained the material clearly and use the interesting method or strategy to make the students stay focus and understand about the material. The teacher should review and re-explain about the material repeatedly. The teacher more attention about the students' problem on teaching learning process.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the result of the data, the writer concludes that:

1. The writer found that the students made error in using coordinate conjunction in compound sentences writing. The subjects committed all the fourth error types of Surface Strategy Taxonomy namely misformation, omission , addition, and misordering. Misformation errors consists of coordinate conjunction: *and, but, or*. Omission errors includes coordinate conjunction: *and, but*. Addition errors includes coordinate conjunction: *and, or*. The last position is misordering error consist single coordinate conjunction: *and*.
2. The total number of errors committed by the students based on Surface Strategy Taxonomy is 47 items. The proportions (frequency and percentage) of the four error types in this research as follows:
  - a. The number of misformation errors are 34 items, and the percentage is 72,34%.
  - b. The number of omission errors are 8 items, and the percentage is 17,02%.
  - c. The number of addition errors are 4 items, and the percentage is 8,51%.
  - d. The number of misordering errors are 1 items, and the percentage is 2,13%.

## **B. Suggestion**

Having analyzed the students' errors in using coordinate conjunction in compound sentences writing at SMPN 1 Wonosobo in the first semester of the eighth grade in the academic year 2017/2018, the writer has some suggestions:

### **1. For the English teacher**

- a. The teacher should give motivation and attention to students' in their English compound sentences writing.
- b. The teacher should increase the students' ability in using conjunction, especially in coordinate conjunction.
- c. The teacher may give more interesting teaching methods in teaching English in order to make them more interest in learning English.

### **2. For the Students**

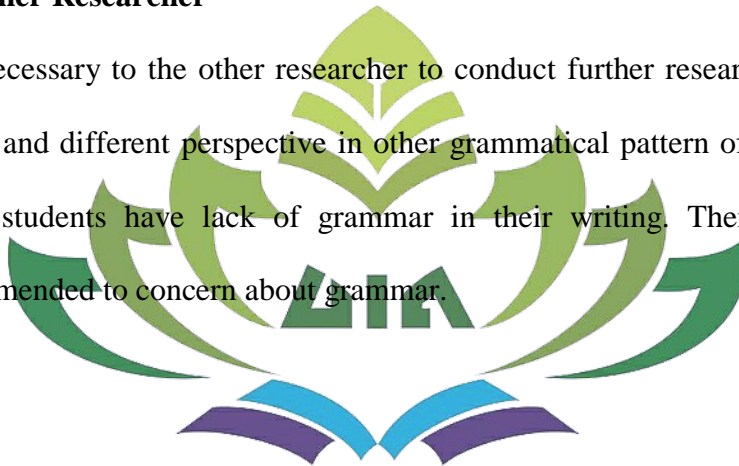
- a. The students should more active in learning English.
- b. The students should more pay attention in every particular material in learning English.
- c. The students should increase their understanding in using coordinate conjunction in compound sentences writing and practicing make a compound sentences witing using coordinate conjunction.

### 3. For the School

- a. The school should provide some more English book to be read by the students, so they can increase their knowledge.
- b. The school should provide another facility for students to practice their English competency. For example, the school provides language center as supporter in teaching learning process.

### 4. For other Researcher

It is necessary to the other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar in their writing. Then, the researcher recommended to concern about grammar.



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